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ABSTRACT

This book shows how creating a new leadership practice--one with a moral dimension based on purpose, values, and beliefs--can transform a school from an organization to a community. Chapter 1 critiques traditional views of leadership and presents an alternative view of leadership that expands its values. Chapter 2 examines what motivates and inspires teachers and principals and offers a perspective of motivation based on moral authority. The sources of authority for leadership are discussed in the third chapter. Chapter 4 discusses alternative norms for leadership that emerge when: (1) schools are transformed from organizations to communities; and (2) professionalism is viewed as a virtue as well as a statement of competence. The fifth chapter examines the potential for satisfaction that comes from the work of the school itself, and chapter 6 discusses developing followership and fostering self-management. Chapters 7 and 8 describe the importance of collegiality as a professional virtue and how to build a virtuous school through a covenant of shared values. A concept of leadership as stewardship is presented in the ninth chapter. The epilogue describes how these leadership practices can have negative outcomes if misapplied. Appendices contain examples from the Appleton School District (Wisconsin), the Peel Board of Education (Ontario), and Greensboro (North Carolina), and an article, "Reflections on a Democratic Structure for Leadership in New Schools." (LMI)

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